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ABSTRACT

The Colorado Migrant Education Resource Center (CoMERC) was established in September 1979 to provide services to 12 migrant education projects in northern Colorado. The center's objectives were to establish task forces to address the needs of the area and assist in dissemination of expertise and to provide technical assistance to project staff in the areas of staff development, materials, curriculum, management, and evaluation. During 1979-80, CoMERC's greatest accomplishment was setting up definite goals and relatively measurable objectives for each of the four components (management, staff development, curriculum and materials, and evaluation). This evaluation report presents some background on CoMERC's history and operation; job descriptions of fiscal year 1980 staff (director, curriculum and materials consultant, staff development consultant, evaluation consultant and newsletter editor, and secretary); individual reports from the director and consultants on the center's progress and pitfalls; a log of the technical assistance services provided by the staff; a summary of evaluative feedback regarding the center's services; indications of dissemination efforts undertaken; and a look to the future. Appended is a copy of the questionnaire used to evaluate the various inservice sessions provided by CoMERC staff. (NQA)

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Colorado Migrant Education
Resource Center
(CoMERC)
830 S. Lincoln, Longmont, CO 80501

1979-1980 EVALUATION REPORT

Prepared by
Mary Boynton

Submitted to
Colorado Department of Education
Migrant Education Unit

September, 1980

TABLE OF CONTENTS

PREFACE i

CoMERC ORGANIZATION ii

BACKGROUND. 1-2

JOB DESCRIPTIONS. 3-8

STAFF REPORTS 9-15

FY '80 CoMERC SERVICE DELIVERY. 16-28

EVALUATION FEEDBACK 29-52

DISSEMINATION EFFORTS 53-57

A LOOK TO THE FUTURE. 58

APPENDIX. 60-62

PREFACE

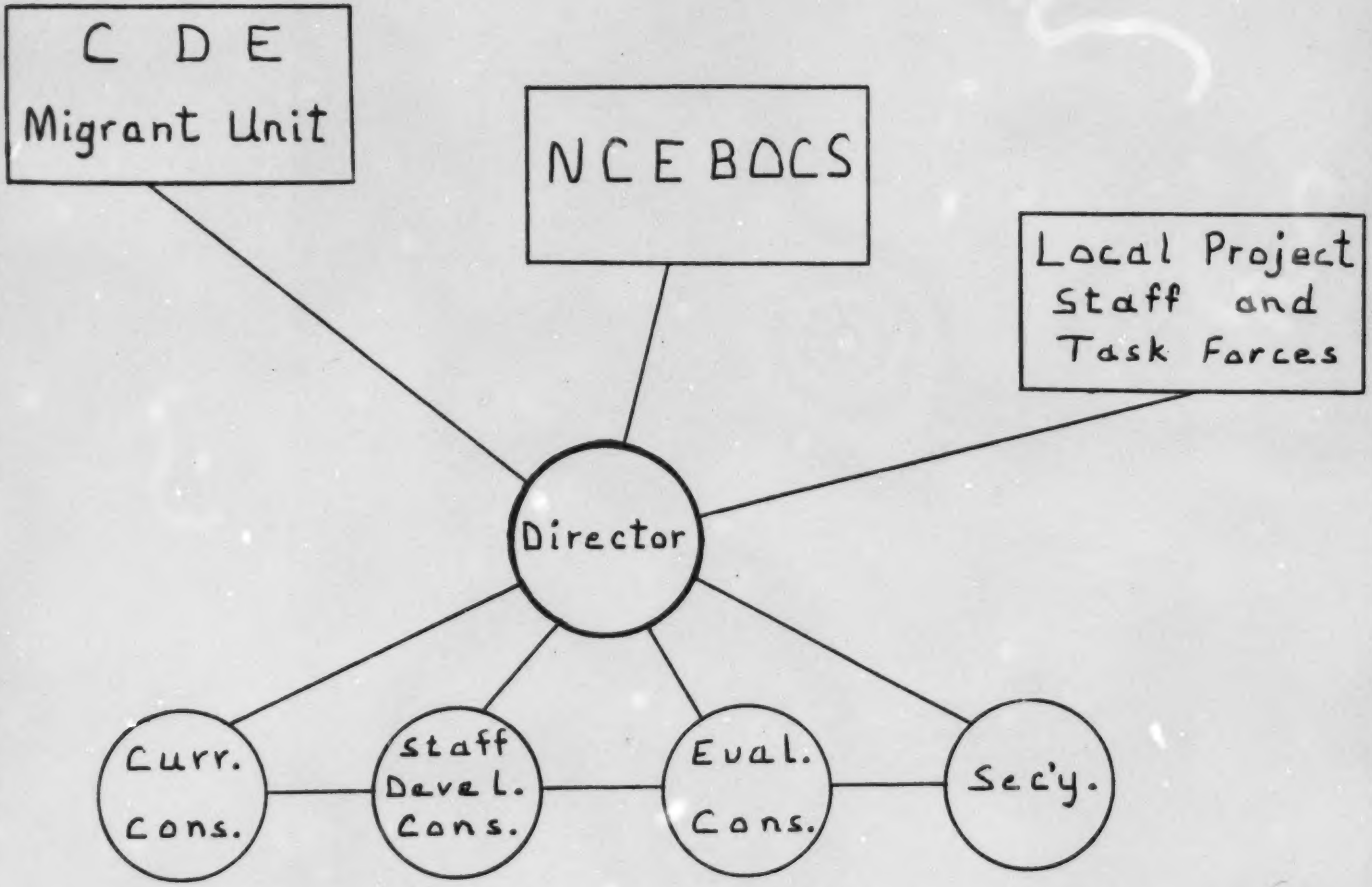
Preparation of an annual evaluation report for this first year of operation was difficult due to the lack of clearly established objectives from the outset. Perhaps the greatest accomplishment of CoMERC during 1979-1980 was the fact that definite goals and relatively measurable objectives were set up for each of the four components. These are presented in the FY '81 CoMERC Proposal, which was submitted to CDE in June, 1980 and approved in August.

In this report we attempt to present: some background on CoMERC's history and operation; job descriptions of FY '80 staff; individual reports from the director and consultants on progress and pitfalls; a log of the technical assistance services provided by staff; a summary of evaluative feedback regarding our services; indications of dissemination efforts undertaken; and a look to the future. The reader will note the absence of any general reaction by project personnel to our services. Such a study was undertaken by Ann Kraetzer of CDE's Planning and Evaluation Unit and results appeared in the Assessment of the Colorado Migrant Education Resource Center and Mobile Unit. That report was presented to the State Board at their July 10 meeting and provides valuable information to supplement this report.

Mary Boynton, Evaluation Consultant

September 15, 1980

CoMERC ORGANIZATION



BACKGROUND

The Colorado Migrant Education Resource Center was established in September, 1979 to provide services to 12 projects in the northern part of the state. The major focuses outlined were 1) to establish task forces to address the needs of the area and to assist in dissemination of expertise and 2) to provide technical assistance to project staff in the areas of staff development, materials, curriculum, management and evaluation.

CoMERC is housed in the Northern Colorado Educational Board of Cooperative Services (NCEBOCS) and has established the following roles and functions with other entities:

1. Northern Colorado Educational Board of Cooperative Services is to be the fiscal and administrative agency that is governed by a lay board of participating member school districts. All policies and regulations governing the functions of CoMERC must be approved by the Board of Directors. (see Appendix K)

2. Colorado Department of Education (C.D.E.) and CoMERC met to discuss and agree on the relationship, chain of command, and channels of communication between groups. C.D.E.'s fiscal responsibility is to approve or disapprove any changes in the authorized budget. C.D.E. will provide direction, supervision and guidance to the CoMERC director on objectives and activities that will affect the entire state. The CoMERC director will follow the protocal of informing the C.D.E. Migrant Education supervisor of any major projects, visits or other activities that affect migrant education in Colorado.

   A. The chain of command will be governed by agency policies and guidelines.

   B. The channel of communication is an open one, except when a decision or action has to be taken by either or both supervisors. For information purposes the consultants from both C.D.E. and CoMERC can communicate freely.

3. Service Area Migrant Education Task Forces-CoMERC's role and function with the Task Force is that of facilitator. CoMERC consultants will be responsible for scheduling facilities, drafting agendas, assuring that appropriate consultants are present and any other appropriate logistics.

4. Local Education Agencies-CoMERC will provide the following technical services:

   A. Management assistance;
   B. Evaluation assistance;
   C. Staff development assistance; and
   D. Curriculum and Material review assistance.

JOB DESCRIPTION

Director of the Colorado Migrant Education
Resource Center (CoMERC)

BROAD SCOPE OF THE POSITION: Within approved guidelines and policies, is responsible for directing, supervising, and coordinating the functions of the CoMERC

TO WHOM RESPONSIBLE: Executive Director of NCEBOCS

MAJOR DUTIES AND RESPONSIBILITIES:

1. Responsible for the administration of CoMERC in cooperation with the C.D.E. Migrant Education Supervisor.
2. Provides central coordination of the activities and staff for CoMERC.
3. Is responsible for the assignment of all CoMERC staff.
4. Is responsible for the performance evaluation of all CoMERC staff.
5. Is responsible in recommending to the executive director, continued employment, transfers, or termination of CoMERC staff.
6. Assists the CoMERC consultants in working with local migrant program directors, staff and other LEA's that are providing education to migrant children.
7. Responsible for disseminating information and gaining support from local migrant program directors, LEA's, agencies that provide educational services to migrants, C.D.E., and any other appropriate agency of CoMERC ongoing projects in the education of migrant children.
8. Shares leadership with other NCEBOCS directors to insure effective use of human and materials resources.
9. Assists in establishing and conducting formative and summative evaluations of CoMERC activities.
10. Guides and monitors the spending of CoMERC funds.
11. Is responsible for the overall direction of all CoMERC projects and for working cooperatively with other projects assigned to CoMERC.
12. Serves as a member of the NCEBOCS Management structure.
13. Responsible for the preparation of periodic oral and/or written reports to the Executive Director of NCEBOCS and the C.D.E. Migrant Education Supervisor, and cooperates with the local program directors on such reports regarding cooperative LEA and CoMERC projects.
14. Attends Board of Directors and other meetings as instructed by the Executive Director or the C.D.E. Migrant Education Supervisor.

JOB DESCRIPTION

CURRICULUM AND MATERIALS CONSULTANT

BROAD SCOPE OF POSITION: Maintenance of curriculum library, acquisition and screening of curriculum materials appropriate for migrant children K-12, providing technical services in curriculum (and materials) to migrant education directors, teachers, children in Colorado.

TO WHOM RESPONSIBLE: Director, CoMERC

MAJOR DUTIES AND RESPONSIBILITIES:

1. Maintain a curriculum library at CoMERC including supervision of support staff person
2. Acquire and screen materials in order to recommend materials to LEA's
3. Train migrant staff in use of instructional materials and teaching methodologies appropriate to migrant children
4. Provide general technical assistance to local projects in curriculum and material acquisition
5. Develop programs in curriculum services
6. Establish and maintain service communications
7. Provide leadership to SD/CM Task Force and participate in its activities
8. Prepare necessary NCEBOCS reports, CoMERC progress reports and other general job-related paperwork
9. Provide assistance in translating printed material to CoMERC staff and local projects (upon request and if time permits)

JOB DESCRIPTION

STAFF DEVELOPMENT CONSULTANT

BROAD SCOPE OF POSITION: Plan, organize, and carry out staff improvement activities on behalf of and for the development of local projects and CoMERC; provide technical assistance to area projects relative to staff development needs.

TO WHOM RESPONSIBLE: Director, CoMERC

MAJOR DUTIES AND RESPONSIBILITIES:

1. Provide learning experiences in methodologies specific to migrant children
2. Provide learning experiences in classroom management systems
3. Identify strategies that will provide for effective use of paraprofessionals and parents
4. Provide learning experiences in sensitivity and understanding of a student's cultural influences and self-development
5. Coordinate staff development training with respective CDE Units and Institutes of Higher Education
6. Review/refine a process for the request and delivery of inservices
7. Develop a system for maintaining a calendar of CoMERC inservices and activities
8. Provide leadership to SD/CM Task Force and participate in its activities
9. Plan/assist in training state task force members who will, in turn, conduct training of personnel in the LEA's
10. Undergo self-development activities for professional self-improvement

JOB DESCRIPTION

CoMERC EVALUATION CONSULTANT AND NEWSLETTER EDITOR

BROAD SCOPE OF THE POSITION

To provide technical assistance to area project staff relative to evaluation; to assist in the formative evaluation of the CoMERC operation; to research and disseminate information to improvements in evaluation procedures; to edit the CoMERC Newsletter; to co-facilitate the functioning of the Management/Evaluation Task Force.

TO WHOM RESPONSIBLE

Directly to the CoMERC Director; indirectly to all CoMERC staff.

MAJOR DUTIES AND RESPONSIBILITIES

1. Conduct formative evaluation of CoMERC services and disseminate results.
2. Analyze current and new assessment instruments for validity, reliability and workability in application to the program.
3. Help projects develop evaluation designs for their project.
4. Provide inservice on evaluation procedures as requested.
5. Assist CoMERC staff and project directors in doing needs assessment.
6. Serve as technical assistant and co-facilitator to the Management/Evaluation Task Force.
7. Conduct all duties necessary to the publication/dissemination of the CoMERC Newsletter.
8. Maintain self-improvement activities.
9. Complete all BOCES and other job-related paperwork.

JOB DESCRIPTION

JOB TITLE: Bilingual Secretary

ORGANIZATIONAL UNIT: Colorado Migrant Education Resource Center

ACCOUNTABILITY: Director, primarily (but also performs duties for the other three staff)

JOB SUMMARY: Provides secretarial/bookkeeping support to professional staff and supervises other support staff.

DUTIES & RESPONSIBILITIES:

A. Secretarial

1. Types materials needed by all four staff (including letters, memos, reports, forms etc.) to their specifications.
2. Answers the phone, refuses calls and takes messages or provides information, using either English or Spanish as required.
3. Greets and refers visitors (in both English and Spanish) including checking materials in and out when curriculum consultant is not available.
4. Coordinates weekly calendar for the CoMERC, in order to know and remind staff of schedules and to provide accurate information to callers.
5. Files and retrieves information needed by staff.
6. Assists staff in planning and organizing meetings and inservices, including room and food arrangements, gathering materials and reminding staff of details needing attention.
7. Gathers, sorts and date stamps all incoming mail and disseminates to staff.
8. Prepares all outgoing mail.
9. Travel arrangements for staff either through travel service or directly as needed.
10. Performs copying or press work.
11. Is responsible for overseeing upkeep of secretarial equipment.
12. Assists in hiring support staff.
13. Provides supervision over clerical duties of support staff (in cooperation with other staff)

14. Runs errands and attends meeting as requested.

B. Bookkeeping

1. Arranges travel advances for staff.

2. Prepares expense reports as needed.

3. Maintains a running ledger including requisitions, purchase orders, and invoices as directed.

4. Prepares other financial forms, including requisitions, purchase orders, and invoices as directed.

5. Coordinates payment of all bills with NCEBOCS bookkeeper.

6. Maintains inventory list of equipment.

C. BOCES - wide Duties

1. Performs coffee preparation and clean-up duties per schedule.

2. Assists other units, time permitting.

INTERACTION:

Interact daily with staff from NCEBOCS, CDE, CDC, Schools in/out of state and Business Supply Offices in/out of state. (Directors, Teachers, Superintendents, Supervisors, Salespeople , etc.)

STAFF REPORTS

Richard Garcia, Director

With the termination of the F.Y. 1980 contract year and in retrospect I feel a sense of personal satisfaction with my performance and with the performance of the CoMERC staff. As it is with any new start programs, there are problems along with growing pains. Many things undergo the process of trial and error. Despite the barriers CoMERC demonstrated a high level of success.

The Center's role and responsibilities were unclear in the beginning, but as we moved ahead the roles and responsibilities became somewhat clearer. The major emphasis is to work through a task force concept.

The program narrative calls for the implementation of four distrinct task forces which are, the management task force, evaluation task force, staff development task force and the curriculum/materials task force. CoMERC in consultation with C.D.E. and local programs, initiated and implemented the merger of the four task forces to two task forces. The merger was necessary for cost effective purposes and most importantly logistical and practical purposes.

Management and Evaluation were merged together as well as the Staff Development and Curriculum task force. One of my major functions was to co-facilitate the Management and Evaluation Task Force which included all project directors or coordinators from the CoMERC service area. The other major area of my position is to supervise all CoMERC staff, budget monitoring, and to maintain communications with C.D.E., local projects and other institutions and agencies.

Hiring of Staff

I was officially on board September 26, 1979, this is to say that the local Board of Directors approved my appointment. However, I was notified by the Executive Director of NCEBOCS that the job was mine. In the interim (between notification of the Executive Director and approval of the Local Board) we interviewed people for the other positions. Ms. Juanita Segura, Curriculum Consultant, Elizabeth Padilla, Secretary and I were on duty September 26, 1979. Mr. Roberto Mata began on November 1, 1979 and Ms. Mary Boynton on November 16, 1979.

Tasks

My first task was (as mentioned) to hire the staff and secondly to determine the physical make up of the resource center. This includes shelves, number of phones needed, and assignment of office space. Thirdly, a review of the budget was conducted between myself and the Director. Other tasks or duties include regularly scheduled meetings with the NCEBOCS management team, committee assingments, CoMERC staff meetings, local Board of Directors meetings, C.D.E. meetings, and meetings with other agencies.

Accomplishments

My personal accomplishments, however limited, are crucial.

- NCEBOCS inter-unit coordination;
- installation of the I.R. and M.S.R.T.S. programs as recognized units;
- development of the physical appearance of the center (that still needs improvement);
- coordination efforts with the Idaho MERC's;
- guidance in the implementation of the task force concept;
- developing and implementing encumbrance account system;
- developing a good working relationship with C.D.E.;
- initiated the CoMERC resource file;
- jointly with Roberto Mata, implemented a sound working relationship with Institutions of Higher Education;
- assisted in a number of inservices;
- jointly with Mary Boynton, developed a P.A.C. training packet for program planning, implementation, and evaluation;
- jointly with Roberto Mata, provided training to the Colorado Migrant Education P.A.C.; and
- initiated the communications for the Mini-Corps presentation held at Alamosa.

The above represents only some highlights of activities that reflect the program director's responsibilities.

Room for Improvement

As mentioned earlier, many activities underwent the trial and error process, but after one year of experience I feel that the following are areas that I must concentrate on.

- communicate more frequently with local program directors;
- jointly with staff, improve the Center's delivery system
- provide for more direct services to local programs (primarily teachers and staff);
- communicate (with more clarity) with C.D.E.;
- place emphasis on public relations;

- provide better direction and support for CoMERC staff; and
- improve professionally as well as encouraging self improvement for CoMERC staff.

To conclude, I will strive to make CoMERC more effective with the highest level professional standards possible.

Juanita Segura, Curriculum Consultant

The 1979-1980 proposal for CoMERC charged the curriculum and materials staff member with those problems and developmental activities related to curriculum, instructional materials, and the Staff Development/Curriculum and Materials State Task Force.

The area of curriculum and materials is a vast and an all-encompassing aspect of education. In early October I judged from the mountains of materials which had taken occupation of our future offices that my task was to be as vast as curriculum and, furthermore, as unconquerable as Mt. Everest--the "resource center" being a stack of boxed materials sitting in the middle of shelfless rooms. Quixotically I tackled those cardboard mountains, beginning from the grass roots, and working up. Before any unboxing, sorting and discarding could take place, we (the secretary and I) stained and finished bookshelves, selected carpet and determined the physical setting of most of the resource center. The next several weeks were dedicated to the discovery of the boxed contents. I kept only the useful materials and hauled away loads of paper of indeterminate nature and questionable use. Many still usable materials were given to teachers. In scaling the next phase, I devised a classification system based on the Dewey Decimal System and forms for the use of the material resources center. With the help of a temporary part-time person all games and manipulatives and most reading books were assigned a call number and filed in the new card catalog. All materials of a similar content and physical make-up were grouped together. During the regular academic year and summer term teachers from twelve areas have used materials from the resource center (an inventory list compiled in late spring helped summer teachers in their selections.) Most of these materials were disseminated via UPS and the State Library Courier System and often were delivered and/or picked up by local migrant staff or by CoMERC staff.

Because of lack of funds, only a few items were reviewed and purchased. However, these materials have proven beneficial to teachers using them with migrant children. Partial funds for those materials came from three local migrant projects.

Considering the amount of materials at the resource center and lack of dollars for new materials, I chose to devote most of my time to screening and labelling what was on hand. In addition, from the needs survey for materials conducted in January, 1980 and through direct observation of needs, I feel the upcoming year is more appropriate for material acquisition.

My involvement in Curriculum has been geared to literature research through Project Access, the collection of curriculum guides and program models, and training. I've provided inservice training mostly in English as a Second Language and in math. Other areas of training included teaching reading in Spanish, material development, parent training, and the use of games. All sessions were evaluated by participants as excellent to average.

The Staff Development Consultant and I have shared a leadership role in the implementation of the Staff Development and Curriculum and Materials Task Force. After several meetings, this working group set a goal in each component plus objectives for achieving the staff development goal. We hope to establish objectives for the curriculum goal during the first half of next project year.

Although my job description doesn't address special services, I directed a Reading is Fundamental project for our service area in which all migrant children received at least two books apiece to keep. A $2,000.00 grant from the Hill Foundation in Denver was matched with $6,000.00 more from National RIF. This amount will enable us to continue RIF throughout next year.

As part of the CoMERC team, I naturally fulfilled required responsibilities , i.e. monthly reports, special presentations (at Director's meetings and 2 conferences), proposal writing, summer visits to local migrant school sites, visit to the Idaho MERC's, translations of news stories and forms (for CoMERC and the migrant I & R unit), interviewing applicants, etc.

I feel it's my responsibility to keep abreast of new developments in instructional materials and education particularly as it relates to migrant children. Thus, during the past eleven months I participated in the CABBE, CoTESOL, Title I Reading and Math, Title I Parent Involvement, and the National Migrant conferences. Because of the Title I Reading and Math Conference, I attended a workshop on Touch Math. This

session and others were the basis of many of the inservices I gave throughout the year. It goes without saying that educators interested in self-improvement, skill maintenance and new resources can tap our Colorado conferences. 13.

When I look back to my first day at CoMERC and visualize the following months, I know we've fathomed some major hurdles in the area of curriculum and materials, an instructional materials center was established and teachers used it. My goal for the following year is to augment our materials and promote our image as a clearinghouse for Colorado Migrant Education.

Robert L. Mata, Staff Development Consultant

As CoMERC survived its first year of operation, the component of staff development provided a wealth of services to migrant project sites and to the Colorado Department of Education (CDE). Requested services included: general program orientation, inservice needs assessment, program coordination/continuity, cross-referencing of skills to MSRTS, parent involvement/training, assessment, diagnosis, individualized instruction, classroom management systems, content area assistance, curriculum development, instructional techniques, cultural awareness activities, training of summer program administrators, summer observation visits, and task force implementation/work sessions.

The staff development consultant also participated in the efforts to coordinate inservice opportunities to meet the needs of special children through membership on the Colorado State Task Force of the National Inservice Network (NIN). The role of migrant eudcation as a representative to the NIN state task force is two fold: 1). to actively participate as part of the interdepartmental team development diffusion plans of CDE to coordinate inter-relationships with other inservice and dissemination efforts; and 2.) to assist local districts participating in the NIN process in their efforts to provide effective educational opportunities for identified migrant students.

Another cooperative activity with the Colorado Department of Education was my participation as a reader of Title IV-C developmental grant proposals during February, 1980.

To better assist the project sites I participated in a number of self-improvement opportunities. They included: visitation of the MERC's in Idaho, Title I Reading Conference, and the National Title I Migrant Education Conference. I also took several courses through the University of Colorado-Boulder for professional advancement.

Mary Boynton, Evaluation Consultant

As I review the past nine months I am both amazed and depressed by my accomplishments. The amazement relates to the fact that I entered the position with very little concrete guidance on expectations (as was the case for the whole CoMERC operation). Thus, my first major task was to learn about migrant education and how it is being implemented in Colorado. Preliminary vehicles for this were site visits, reading and asking questions. This process continued to be a priority throughout the year and will remain so as long as I remain in the job.

Due to the fledgling nature of CoMERC, formative evaluation has been tantamount to survival. I have worked with other staff to brainstorm, develop, use, analyze and revise a variety of forms to assist in our assessment of needs, delivery of services, evaluation of services, and gathering input from projects. Efforts at internal evaluation have primarily been directed toward documentation, review of procedures, and encouraging a planning/evaluation approach through staff involvement. My assessment is that we have flashes of glory, but that I have not been successful in instigating an integrated system wherein each planned action is based on results of evaluating previous efforts.

My background had not included extensive knowledge of instruments specific to assessing individual achievement--so I have used the approaches of literature review, personal tryout, and consulting 'experts'. At this point I have a working knowledge of all of the tests used for program evaluation in the northern area. I am able to provide consultation to projects on alternatives and inservice to instructional staff on their use.

Probably the aspect of my performance which has been least satisfying is the provision of direct service to project staff. I had minimal requests for consultation--three on general program evaluation design and eight on specific instruments. I enjoyed dealing with these and felt I did so competently--however, I would like to see the number increase. In an effort to augment people's knowledge of my potential services I circulated a list of possible topics for inservice/consultation. This year all but one of the formal inservices on testing have been handled by Bob Mata--both because they overlapped with instructional methods and because he is a superb presenter.

My involvement with the Management/Evaluation Task Force has also yielded highs and lows. I feel we have developed a cohesive group capable of addressing tough issues--but we also tended to either procrastinate or become head strong

and I must take credit for being involved in all of these aspects. One particularly strong point from the year has been the development of channels for discussion/feedback/input between directors and CDE staff--which the Task Force has facilitated.

We published and disseminated three Newsletters in five months and there did seem to be progress toward the goals of publicizing CoMERC activities, sharing regional news and resources, and increasing awareness. The details of quality appearance, input by project staff and wider dissemination were areas of concern which may have limited its effectiveness.

Looking back on the year I felt the most enjoyable, useful and effective experience was the series of visits we made this summer. The least useful and effective experience of which I was a part was the method of implementing the criterion-referenced testing thrust for the summer. I feel that I learned equally valuable lessons from both.

I have enjoyed tremendously the opportunity to work as a close-knit team with four people who are all very dedicated. Having more clear-cut objectives and a stronger sense of direction should make this year's task somewhat easier--although we will have far more to do!

FY '80 CoMERC SERVICE DELIVERY
SUMMARY

Type of Service Provided	Number
Requests for and provision of materials	90
Inservices to local project staff	27
Consultation/other information sharing sessions with local project staff	57
Observational site visits to local projects	26
Task Force training	2
Task Force meetings	3
Information sharing sessions with representatives of other agencies	13
Presentations to other groups	12
National Inservice Network session facilitation	5

Position of Recipients/Attendees	Number (Duplicated count)
Administrators	248
Teachers/Aides	447
Other Project Staff	59
Parents	72
Students/Other District Staff	325
CDE Personnel	53
Others	267

FY '80 CoMERC SERVICE DELIVERY LOG

DATE 1979	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
10/25-26	Denver Title I Conference	Segura,Garcia	app. 30	Parents, Staff	Parents as First Teachers
11/6	SPV BOCES	Mata	3	Contact, Records Clerk, Resource Aide	PIRAMID Update, Needs Assessment
11/6	Weld BOCES	Segura	2	Coordinator, Curriculum Consultant	Needs Assessment
11/7	Burlington	Mata	7	Directors, Records Clerk, Aides	Needs Assessment, MSRTS, Roles/Responsibilities/Silvaroli
11/7	W.C. BOCES Grand Jct.	Segura	3	Directors, Exec. Director of BOCES	Needs Assessment
11/16	NCEBOCS (all projects)	All Staff	20	Directors, Coordinators, Instruc. Staff	Directors Meeting: Presentation of CoMERC
11/29	SPV BOCES	Mata	app. 50	Exec. Director, Supt's, Board Members, BOCES Personnel	CoMERC Presentation
11/30	SPV BOCES	Mata	2	Resource Aide, Records Clerk	Satellite Preparation
12/13	NCEBOCS (St. Vrain PAC)	All Staff	10	Parents	CoMERC Presentation/Tour
12/14	SPV BOCES	Mata	2	Exec. Director, Supt.	Programmable Calculators
12/20	St. Vrain	Boynton, Segura, Mata	1	Teacher	Materials & Testing Information

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
1980					
1/8	St. Vrain, Brighton, Poudre,Boulder	All Staff	7	Directors, Coordinator, Records Clerk	Task Force Formation
1/10	E.C. BOCES	All Staff	4	Director, Aides, Records Clerk	Task Force Formation
1/11	SPV BOCES	All Staff	6	Director, Principal,Teacher, Aides, Fam. Contact, Records Clerk	Task Force Formation
1/11	Weld BOCES	All Staff	3	Director, Curr. Coordinator, Teacher	Task Force Formation
1/14	W.C. BOCES Grand Jct.	All Staff	8	Directors, Exec. Director, RC, Tutor, Principal, Family Contact	Task Force Formation
1/16-17	Boulder	Mata	50	Teachers, Directors Admin, CDE, NIN Nat'l.	NIN Needs Assessment Presentation
1/17	Boulder	Garcia	1	Coordinator	Parent Involvement
1/24	Boulder	Mata	10	NIN Task Force	NIN Needs Assessment Meeting
1/28	St. Vrain	Mata	1	Administrative Assistant	Profess. Development (Summer Program)
1/30	Boulder	Boynton	6	Tutors	CoMERC Services (at PAC)
2/1	Ft. Morgan (all projects)	All Staff	app. 25	Directors, Coordinators, Exec Director, CDE, USC Mobil Unit	Directors Meeting: CoMERC Activities Update

18.

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
2/4	Boulder	Boynton	1	Tutor	Test Information
2/7	Greeley 6	Boynton	1	Director (New)	CoMERC Orientation
2/12	SPV BOCES	Mata	2	Director, Resource Aide	Consultation
2/12	W.C. BOCES	Boynton	1	Director	Testing Consultation
2/13-14	Boulder	Boynton	1	Coordinator	Evaluation Design
2/15	Denver (State PAC)	All Staff	app. 18	Parents, CDE, Directors, USC Mobile Unit	State PAC Meeting-CoMERC Assist
2/20	Poudre R-1	Mata	2	Coordinator, Consultant	BIP Reading
2/21	Adams 14	Garcia, Segura	1	Tutorial Coordinator	SD/CM Task Force Information
2/22	St. Vrain, Boulder, Brighton, Weld BOCES, Poudre	Mata & Outside Consultant	20	Teachers, Tutors, Directors, Consultants	OBIS Workshop
2/25	NCEBOCS	Boynton	4	BOCS Evaluators	Title I Evaluation Model
2/29	CDE-Title II	Mata	1	CDE Consultant	Parent Participation Proposal

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
3/3	CDE Special Projects	Mata, Garcia	15	CDE Staff	CoMERC Services Presentation
3/5	Boulder	Segura, Mata	8	Tutors, Coordinator	ESL Workshop
3/5	UC Boulder	Boynton	6	Students	Measurement Statistics
3/6	Boulder	Mata	2	BVPS Personnel	NIN Liaison
3/10	Poudre R-1	Mata, Segura	2	Director, Coordinator	BIP Reading/Math
3/13-14	All Projects	All Staff & Outside Consultants	37	CDE, Directors, Coordinators, Instruc. Staff, Record Clerks	Task Force Pre-Service
3/19-20	NIN Sites	Mata	50	NIN Participants	Evaluation
3/21	DU-Denver	All Staff	20	DU Librarian Students	Understanding the Migrant Child
3/24	SPV BOCES	Segura, Mata	app. 30	Parents, Exec. Director, Staff	How Parents can talk with teachers; Parent Game
3/27	UNC	Mata	4	UNC, CDE, CoMERC, ACYF Staff	Inservice Coordination
3/31	Colo. Springs (State PAC)	Garcia, Mata	app. 18	Parents, CDE, Staff	Parliamentary Procedure
4/2	Boulder	Mata	app. 10	NIN Task Force	Liaison

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
4/2	Poudre	Segura	2	Coordinator, Teacher	Materials-making
4/8	SPV BOCES	Boynton	4	Exec. Director, Teacher, Aides	Evaluation/Testing
4/10	NCEBOCS	Boynton	1	Private individual (referred from CU)	Testing
4/11	Commerce City (all projects)	All Staff	33	Members of both Task Forces	Task Force Meeting
4/14	UNC	Mata, Garcia	3	UNC Bilingual Staff	IHE Coordination
4/15	CoMERC	All Staff	6	Arizona Migrant Personnel	Center Visit (Exchange)
4/16-18	California (Mini-Corps)	Mata	-	Mini-Corps Staff	Mini-Corps Adoption Analysis
4/18	Poudre	Segura	2	Coordinator, Teacher	Materials-Making
4/22	Poudre	Mata	2	Coordinator	BIP Math
4/22	Boulder	Boynton	1	Coordinator	Evaluation Design
5/2	St. Vrain	Mata	1	Coordinator	Program Update
5/8	W.C. BOCES	Boynton	1	Teacher	"Reading for Spanish-Speakers" Information

21.

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
5/10	Logan	All Staff	16	Staff, Director	Summer Pre-Services
5/12	Denver (all projects)	Segura, Mata	9	TF Members	TF Meeting: Mastery Learning
5/13	NCEBOCS (CSU)	Garcia	1	CSU Nutrition Staff	Bilingual and ESL Methods
5/15	Alamosa (all projects)	Garcia,Boynton	12	TF Members	TF Meeting/Summer Evaluation
5/20	St. Vrain	Mata, Boynton (assist)	3	Directors, Principal	Silvaroli Reading
5/21	SPV BOCES, Poudre, Logan	Mata	6	Directors, Principals	Principal's Inservice
5/21	Boulder	Boynton	1	Coordinator	Arts/Humanities Program Evaluation
5/22	SPV BOCES	Mata	5	Director, Principal, Instruc. Staff	Satellite Center Review
5/23	CoMERC (Grand Junction)	Boynton	1	Principal	Instrument Consultation
5/28	Denver	Mata, Segura	2	Career Ed. Res. Center Staff who will do Burlington Inservice	Information on Migrant Programs
5/30	NCEBOCS (most projects)	All Staff	15	Directors, Coord., CDE	M/E Task Force Meeting on Summer Evaluation
6/3	Logan	Mata	10	Instruction Staff	BIP Reading/Math

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
6/4	SPV BOCES	Mata, Segura	16	Teachers, Aides	BIP/PIRAMID/Content Area
6/5	Poudre	Mata	13	Instruc. Staff, USC Mobile Unit	BIP Reading/Math
6/6	Poudre	Segura	1	Coordinator	ESL Activities
6/9	St. Vrain	Mata	12	Teachers, Aides	Silvaroli Reading
6/10	Brighton	Mata	3	Principals, Director	Principal's Inservice
6/11	Burlington	Mata	10	Instructional Staff	BIP Reading/Math
6/11	NCEBOCS	Garcia, Boynton	5	Parents	PAC Training
6/12	Brighton	Mata, Boynton	15	Instructional Staff	BIP Reading/Math, Service Agency Inservice
6/16	Brighton	Garcia	1	Principal	Follow-up on BIP materials
6/16-17	Grand Junction	Garcia	1	Director	Coordinate inservice on First-Aid
6/17	SPV BOCES	Mata, Segura	7	Teachers, Aides, Contact	Consumer Ed., ESL, Spanish Reading

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
6/18	Burlington	Boynton, Segura, Mata	13	All Staff & Students	Project Visitation
6/19	Brighton	Garcia	1	Director	Coordinate Career Ed. materials provision
6/19	Logan	Boynton, Segura, Mata	14	All Staff & Students	Project Visitation
6/21	W.C. BOCS	Mata	4	Principal, Teachers	BIP Math/Reading
6/23	Sterling	Boynton	1	Director	Consultation on Statistical Analysis
6/24	St. Vrain	Boynton	1	Admin. Asst.	Evaluation
6/25	SPV BOCES	Mata, Boynton	18	All Staff & Students	Project Visitation
6/25	St. Vrain	Segura	25	Students, Teachers	RIF Selection
6/26	Weld (Greeley)	Boynton, Segura Mata	9	All Staff & Students	Project Visitation
6/27	St. Vrain	Mata, Boynton	2	Asst. Director, Principal	BIP Reading/Math
6/29	Logan	Segura, Garcia	70	Parents, Students, Staff	RIF
6/30	Logan	Segura	6	Instructional Staff	Materials Selection

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
7/1	Ft. Lupton	Mata, Segura, Boynton	15	Teachers, Aides, Principal, Coord.	Project Visitation
7/1	NCEBOCS (Longmont)	Garcia	1	Project Director	Consulting on fiscal preparation for FY '81
7/3	Longmont	Segura, Boynton	25	Director, Asst. Dir., Principal, Teachers, Aides, CU Students, Contact	Project Visitation
7/7	Ft. Lupton	Mata	4	Principal, Teachers	Inservice-BIP Reading/Math
7/8	Longmont	Boynton, Segura, Mata	20	CU Students	Orientation to CoMERC Services and materials
7/9	Ft. Collins	Mata, Segura, Boynton	20	Director, Principal, Teachers, Aides, Resource Teacher, RC.	Project Visitation
7/9	Longmont	Garcia	1	CU Professor	Provide information on migrant programs
7/14	Grand Jct.	Mata, Segura, Boynton	15	Principal, Teachers, Aides,	Project Visitation
7/14	Longmont	Garcia	1	HEP Recruiters	Orientation to migrant teen programs in CoMERC area
7/14	Grand Jct.	Segura	1	Pre-School Coord./ Task Force Member	Mini-inservice on RIF Distribution
7/15	Delta	Mata, Segura Boynton	10	Director, Principal, Teachers, Aides	Project Visitation
7/15	Delta	Segura	29	Principal, Students, Teacher	RIF Distribution

25.

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
7/16	Longmont (by phone)	Mata	1	Education Coord., Colorado Dept. of Institutions	BIP/PIRAMID Overview
7/17	Brighton	Mata, Segura, Boynton	16	Principal, Teachers, Aides, Student Teachers, Contact, R.C.	Project Visitation
7/17	Wiggins (SPV BOCES)	Mata	92/3	Students, Parents, Teachers, Resource Aide, Principal	RIF Distribution and follow-up on BIP
7/18	Longmont (Poudre R-1)	Mata	1	Poudre R-1 Bilingual Director	BIP Overview
7/21	Longmont (for Sterling)	Mata, Boynton	1	Summer Principal	Assistance with End-of-year reporting, Program Review
7/21	Burlington	Mata	1	Principal	Assistance with BIP Reporting
7/21	St. Vrain	Mata	1	Admin. Asst.	Project Visitation
7/22	Brighton	Segura	5	Teachers, Aide, Principal, Student Teacher	Inservice-Touch Math, Math games
7/22	Brighton	Mata	5	Teachers, Aide, Principal, Student Teacher	Follow-up Inservice on BIP
7/22	Longmont	Segura	2	Texas Teacher Exchange	Orientation to CoMERC
7/22	Longmont	Garcia, Boynton	1	BOCS Exec. Dir.	Presented/Discussed CEP's Quality Education Model

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
7/22	Greeley	Boynton	2	Principal, Teachers	Deliver Materials, Set up Meeting
7/22	Longmont	Boynton	1	CU Student	Orient to CoMERC Services/Materials
7/23	Greeley	Boynton	4	Principal, Teachers	Consult on Program Evaluation/ BIP Follow-up
7/23	St. Vrain	Segura, Garcia	134	Admin. Asst. Teachers, Librarian, Aides, Students	RIF Distribtuion
7/23	Longmont	Boynton	2	Planning & Evaluation Unit Consultants (CDE)	Orient to Criterion-Referenced Test Process and Reporting
7/24	Delta	Boynton	1	Director	BIP Reporting Follow-up
7/24 + (4 visits)	Greeley	Boynton	1	Principal	Assist with implementation of Program Evaluation Process
7/25	CoMERC	All Staff	5	Agency, State Rep. Candidate, Reporter	Open House
7/25	Longmont (for Brighton)	Boynton	1	Teacher	Inservice on LAS
7/28	St. Vrain	Boynton	1	Admin. Asst.	Consult on Data/Reporting
7/28	Ft. Collins	Mata	1	Program Coord.	BIP Follow-up and Assistance for Regular Year
7/28	Longmont (by T.C.-Weld BOCES)	Boynton	1	Director	Discussion of items from summer visits

DATE	SITE (RECIPIENT)	CoMERC CONSULTANT	# PEOPLE SERVED	ATTENDEES	TITLE
7/29	Longmont	Mata	2	Education Staff, Dept. of Institutions	BIP/PIRAMID Inservice
7/29	Greeley	Segura	11	Principal, Teachers	Delivered Books/Oriented to RIF Distribution
7/30	Ft. Collins	Segura	2	Resource Teacher, Teacher	Delivered RIF books
8/1	Greeley (Weld)	Segura	3	Principal, Teachers	RIF Consultation
8/4	Ft. Collins	Segura	1	Curriculum Coord.	Consultation on Spanish Language Development
3/5-6	CoMERC (CDE)	Boynton	2	State Supervisor, Secretary	Consultation on Evaluation Forms Instructions
3/14	State Board of Education	Boynton, Garcia	15	State Board, Commissioner and attendees	Presentation on FY '81 CoMERC Proposal/contract
3/14-19	CoMERC (Brighton)	Boynton	1	Director	Assist with arranging an Oral Language Inservice
3/20	Weld BOCES	Boynton	1	Curriculum Coord.	Consult on tests for program and explain LAS
3/26	Brighton	Mata	6	Director, Tutors	Inservice on Program continuity for students
8/29	St. Vrain	Mata	4	Director, Coord., Tutors	Work session on Program Continuity for Staff

28.

EVALUATION FEEDBACK

In an attempt to obtain the broadest possible range of feedback regarding our services--various forms of evaluation were employed. In most cases, formal inservice sessions were evaluated through participants completing a pre-designed form (see Appendix). Results were summarized and reported to the consultant and local project director.

The major results from 29 sessions (some inservices had multiple sessions) on which we were able to obtain forms were as follows (177 respondents):

Overall rating of the session as it compared to other sessions attended:

4.34 on a 5-point scale where 5=Much Better and 1=Much Poorer

Usefulness/relevance of the session as compared to other sessions attended:

4.38 on a 5-point scale where 5=Much Better and 1=Much Poorer

Other specific results, such as coordination/scheduling ratings, format ratings and comments on strengths and weaknesses were noted and used in planning subsequent sessions. Furthermore, suggestions of other topics for inservice were noted by the consultants and services offerred.

Two sessions with parents were evaluated using a Spanish form (see Appendix) with a Yes-No answer format. Use of this form confirmed the tendency of parents to answer positively to evaluative--type questions. However, the open-ended comments offerred were helpful.

Initial site visits and task force pre-service training were evaluated through both written and group oral methods and the results are summarized on the following pages. Synopses of task force meetings were prepared and disseminated to all participants and included evaluative observations.

Probably the most rewarding form of evaluation for a project is the unsolicited comments from those who receive services. Thus, we have included some notes and letters from local projects and other agencies.

An analysis of the overall response to CoMERC services by project staff and of the perceived impact of those services was undertaken by CDE's Planning and Evaluation Unit. We refer the reader to the Assessment of the Colorado Migrant Education Resource Center and Mobile Unit which was presented to the State Board of Education at their July 10,1980 meeting.

SUMMARY OF EVALUATIONS

CMERC SATELLITE MEETINGS
1-8 through 1-14

I. NCEBOCS area
   A. 2 forms (due to poor weather, people took forms with them)
   B. Reason for attendance: Interest
   C. Ratings: - Better in coordination & usefulness, but average in all other areas.
   D. Strengths: - people could question future format, scheduling,etc.
   E. Weaknesses: - Clarity of objectives
      - Reason for Task Forces not clearly stated.

II. East Central, Burlington
   A. 4 forms completed
   B. Reason for attendance: Informational
   C. Ratings: - All areas were reated between average and better.
      - Session length was O.K.
   D. Strengths/weaknesses: None

III. SPV/NEBOCES, Fort Morgan
   A. 6 forms
   B. Reason: Information & required attendance
   C. Ratings: - Better than average in all areas
      - All said the session length was O.K.
   D. Strengths: - General overview
      - Session well presented
      - Being able to consult professionals
      - Information about sharing with other schools.
   E. Weaknesses: - Not enough input from participating staff

IV. Weld BOCES/Greeley, LaSalle
   A. 3 forms
   B. Reasons for attendance: Information, Input, Coordination
   C. Ratings: - All were Better to Much Better except "Comfort of Facility" (poor)
      - Session length was O.K.
   D. Strengths: - Cooperation, generation of ideas
      - Individual opinions were respected
   E. Weaknesses: - Room was very uncomfortable
      - None

V. West Central/Mesa 51, Grand Junction
   A. 8 forms
   B. Reasons for attendance: Information, coordination
   C. Ratings: - All areas were Better except adaptation to individual needs and coordination/scheduling, which were average to Better
      - One person marked understandability as poorer
      - All said session length was O.K.
   D. Strengths: - Media center information
      - Getting new ideas
      - What task force can do for us
      - Cooperative effort among all
      - Informality
      - Most informative
      - Content of presentations
      - Session was involved with intial information
   E. Weaknesses:
      - None (3 people)
      - Organization

EVALUATION REPORT
PRE-SERVICE
MIGRANT EDUCATION TASK FORCES
March 13-14, 1980
Boulder, Hilton Harvest

A. GENERAL OBSERVATIONS (CoMERC staff)

1. Sessions started at 8:20 on Thursday with about 50% present and 8:10 on Friday with 75% present. Attendance overall was:

   Management/Evaluation Task Force-3 members missed both days + 5 members missed parts

   Curriculum/Staff Development Task Force-1 member missed both days + 3 members missed parts.

   Nine other persons attended portions.

2. Name tags and opening activities were effective.

3. Refreshments/Thursday lunch were timely and suitable for most participants. Friday's lunch "out" needed to have two hours allotted.

4. Late arrivers were generally oriented and provided their materials, but sign-in was neglected. In the future a registration table would facilitate this process.

5. Room and equipment set-up was timely and adequate (except some difficulty seeing easel on Friday). A second room was needed Friday and the temperature got too high during the last session!

6. The "overview" was skipped due to the late start and led to later confusion on procedure and focus (since attention was not drawn to the "Session Objectives" sheet in the packet).

7. Very little specific feedback on the Newsletter was obtained (due to failure to include time for it on the agenda).

8. Presenters were all adequately briefed as to what was expected of them and who comprised the audience. Major exceptions were
   a) Mary spent too much time on examples and not enough time on actual application - which would have elicited more involvement,
   b) Karen needed a clearer plan for sharing the materials she brought.

9. Most participants were not actively involved during the first 3 sessions - but did appear attentive. The staff development and group dynamics sessions were formatted so they attained nearly 100% involvement.

10. Participants did not take the post-test task seriously, as only one was received before starting time Friday! The purpose and time frame had not been made clear. This may indicate the degree of involvement among participants-which was of higher priority!

OVER ↓

11. Late addition of Joe Coale's presentation of the Bowdoin Method resulted in difficult conditions for he and his audience.

12. When lunchtime came on Friday people showed no visible "itching to go" (due to high interest in the question-answer period on Communications).

13. Interruptions of parts of sessions for "other business" distracted from attention to the material/task being presented.

14. Task force members arriving late and leaving early tended to reduce cohesiveness/efficiency. Some on the management/evaluation task force expressed concerns that missing members 1) were not having input 2) were not committed to the task force and 3) should be expected to participate fully.

15. Task force members were not prepared for the objectives-setting session—that is, they had not read the task force guidelines (distributed at CoMERC visits to locals) and suggested goals/objectives (given on February 1). It appeared that this information had not been shared with non-director task force members.

16. All task force members were far too weary to engage in the planned task on Friday P.M.

B. PRE AND POST TESTING

Pre-test was done in small groups Thursday A.M. and post-test was given to individuals to return on Friday. Eight were returned, four from each Task Force.

1. Management: At pre-test about half knew some functions and decision-making processes. Those completing post-tests had most models and terminology down pat, except for some confusion of functions vs. skills and leadership styles vs. decision-making models.

2. Evaluation: At pre-test people were generally leary of evaluation, had limited knowledge of evaluation strategies and did recognize need. Those returning the post-test had good concepts of need/definitions, and could apply the process—except for measurement techniques. Feeling toward evaluation was lukewarm.

3. Curriculum: On the pre-test about half the people had a broad view of curriculum and the design process. On the post-test all who responded had good definitions and clear conceptions of the process of designing curriculum.

4. Staff Development: Most participants were aware of the drawbacks of present inservice, but did not have a concept of the potential scope of staff development. In the post-test about 75% of the people were sensitive to the factors involved and had a good grasp of the all-encompassing nature of staff development.

C. GROUP DYNAMICS: PRE/POST DESCRIPTIONS

PRE

The pre-measure is based on the initial group exercise (pre-test done in small group session) engaged in by the participants Thursday morning. During the group activity, I monitored the four small groups and observed the following:

1. limited interaction with group leader/recorder and other members;
2. several periods of silence;
3. verbalizations being primarily directed to the group leader/recorder;
4. limited responses/follow-up to ideas presented by others;
5. cognitive-based verbalizations; and
6. comments of a responsive, as opposed to initiative, nature.

POST

The post-measure is based on the final group activity (task force planning) engaged in by the participants Friday afternoon. During the group activity I monitored the two groups and observed the following:

1. interactions among group members and with the 'facilitators';
2. continuous discussion;
3. responsiveness to information presented by group members as well as facilitators;
4. affective and cognitive based verbalizations; and
5. initiation of new ideas.

CONCLUSIONS

All in all, it appeared that the activity/involvement levels between the pre/post measures were different with the latter (post) reflecting increased participation by group members. While the observations do not speak to the issue of the effectiveness of the end product, it is hypothesized that increased participation will enhance group effort/outcome.

Submitted by:
John Ramirez
3-15-80

OVER ↓

D. SUMMARY OF PARTICIPANT RATINGS RECEIVED

1. Position:

   7 - Teachers(Aides/Teachers/Principals)

   9 - Directors(Program Directors/Coordinators)

   5 - Other(CoMERC and USC Mobile Unit Staff)

2. Reason for Attending:

   Gain Information/Coordinate with other task force members/Have input/Required

3. Ratings compared to other sessions attended:

   a. Clarity of session objectives:

	Much Better	Better	Average	Poorer	Much Poorer
Teachers	(4)	(3)	( )	( )	( )
Directors	(3)	(6)	( )	( )	( )
Other	(4)	(1)	( )	( )	( )

   b. Coordination/scheduling:

Teachers	(5)	(1)	(1)	( )	( )
Directors	(4)	(5)	( )	( )	( )
Other	(4)	(1)	( )	( )	( )

   c. Usefulness of the material:

Teachers	(5)	(2)	( )	( )	( )
Directors	(6)	(2)	(1)	( )	( )
Other	(2)	(3)	( )	( )	( )

   d. Comfort of the facilities:

Teachers	(3)	(3)	(1)	( )	( )
Directors	(4)	(3)	(2)	( )	( )
Other	( )	(3)	(2)	( )	( )

   e. Format used in the session:

Teachers	(4)	(3)	( )	( )	( )
Directors	(3)	(5)	(1)	( )	( )
Other	(2)	(3)	( )	( )	( )

   f. Overall rating of the session:

Teachers	(5)	(2)	( )	( )	( )
Directors	(5)	(3)	(1)	( )	( )
Other	(2)	(3)	( )	( )	( )

4. Session was 3 too long 14 O.K. 2 too short.

Many comments on strengths and weaknesses were given; they are available on request.

SUMMARY OF PARTICIPANT RATINGS RECEIVED
Page 2

5. Strongest aspect.

Communicating in a positive manner with others.
All was good. - Evaluation session could have been more specific - too general.
Curriculum Construction
Mini-presentations
Good presentations
Content & organization
Dr. Juan Ramirez Presentation
Juan Ramirez' session on Group Dynamics
Roberto Gallegos session on Management
Karen Lewis' presentation
Role playing of job descriptions which we are familiar with.
Good presentors, relevant information.
Roberto Gallegos discussion on leaders (excellent)
Material hand outs
presentation of materials & or information
beeing able to have active participation-especially in staff development.
Excellent organization
Super presentors.
Juan Ramirez was super.
Also Karen Lewis was outstanding but pace was too fast for materials.
All very good
Getting an overview of each component.
John's presentation/message
The 2nd day.
Variety of the session formats.
All who presented did an excellent job.
Very good presentors (Gallegos, Lewis, Ramirez)
Clear, precise.
I feel like I learned a semester's worth of work in 2 days.

5. Weakest aspect:

2nd day could have been cut in half

Could have used more time for curriculum goals & objectives

Defining Goals for the Center

Task Force meeting

?

None

Nothing really

Evaluation Session/although "NEW" (to me) terms were thoroughly explained.

Working decision making process for task force objectives.

(People were weary at this point but I realize you had to prepare us for this activity and you did it well.)

Not enough time

Friday break

Management or training as an active member.

The evaluation but it was not weak!

Too intense for time to think

Lack of time to work on goals & objectives.

T.F. meetings

The management and curriculum session

Ran out of time for the objectives part on Friday.

Afternoon sessions - a bit difficult to concentrate.

South Platte Valley Board of Cooperative Educational Services

317 ENSIGN FORT MORGAN, COLORADO 80701 PHONE 867-8297

December 14, 1979

DEC 17 1979

Mr. Richard Garcia, Director
Migrant State Resource Center
Northern Colorado Educational BOCES
830 South Lincoln
Longmont, CO 80501

Dear Mr. Garcia:

I would like to express my appreciation for releasing Bob Mata on November 29, in order to give a presentation about Migrant Education and the State Resource Center.

We appreciated his excellent presentation.

Sincerely,

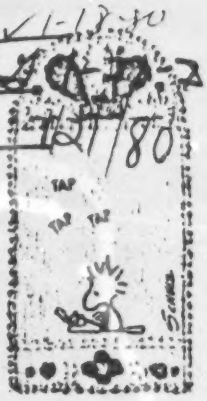
W. F. Vincze, Ed.D.
Executive Director

vb

A Message to you Roberto 1-18-80
Richard R.A.C.P.
Juanita 1/21/80

Date January 2

JAN 17



Dear Mary,

HAPPY NEW YEAR !

Your nice letter and the copies of the evaluation forms were here when I came back to the office this morning. Thank you so much.

Sorry you had to wait so long for the plane in Twin Falls. That airport doesn't offer much in the way of entertainment. We were probably home by the time you took off.

I had a siege of 24-hour flu after our trip to Rupert, and was hoping that none of you got the bug I seemed to have. So, I didn't get the forms mailed that I had forgotten to bring to explain during the van ride. But, here they are. If you have questions about the use of any of them, let me know.

Please give my best wishes to Richard and Bob and Juanita. I'll enclose the forms I promised Bob in this same envelope. Please pass them on.

Best wishes,

From Erva J. Verner

Erva J. Verner, District #131
Coordinator, MERC Services and Title I

BEST COPY AVAILABLE

Southeastern Idaho Migrant Education Resource Center

ROUTE 1 • PHONE 436-9345
RUPERT, IDAHO 83350

January 3, 1980

Robert L. Mata
Staff Development Consultant
Colorado Migrant Education Resource Center
830 South Lincoln
Longmont, Colorado 80501

Dear Bob:

Thank you so much for sending us copies of Un Nuevo Dia--the issue concerning Office of Civil Rights ideas in Colorado was particularly interesting. We have also received a copy of La Voz, and plan to subscribe to both publications.

We have added your center to the mailing list for our newsletter, of course, and will keep you posted on other current events in Idaho as they develop.

It was good to talk with all of you--the information exchange was beneficial to our staff also!

Thanks again for the information on publications!

Sincerely,

Barbara

Barbara L. Pyle
Production/Dissemination

UNIVERSITY OF COLORADO AT DENVER
1100 Fourteenth Street
Denver, Colorado 80202
(303) 629-2717

School of Education
Education Building
9th and Lawrence

FEB 28 1980

February 26, 1980

Mr. Robert L. Mata
Staff Development Consultant
Colorado Migrant Education
Resource Center
Northern Colorado BOCS
830 South Lincoln
Longmont, Colorado 80501

Dear Bob,

Thank you for your helpfulness and hospitality in arranging the OBIS workshop on February 22. I thoroughly enjoyed the day. Such neat people!

I mentioned the HAP (Health Activities Project) materials that you might like to take a look at for the Resource Center. I have enclosed several brochures that you might want to share with center directors and/or staff. HAP is an activity-based health education program that could be very useful in migrant education. Give me a call if you need further information or would like to schedule a workshop.

Thanks again for the day.

Very truly yours,

Glenn McGlathery
Professor

GM/nl

National Inservice Network

812-337-2734

Indiana University
2853 East Tenth Street
Bloomington, Indiana 47405

February 27, 1980

Bob Matta
Colorado Resource Center
830 S. Lincoln
Longmont, CO 80501

Dear Bob:

Enclosed you will find materials (Regular Education Inservice Abstract and Resource Directory) for the next NIN Workshop, March 19-20, in Colorado Springs. It was decided at our last NIN State Planning Task Force meeting, February 22, in Denver that the liaisons to the districts should be responsible for seeing that their respective teams receive the materials for the up-coming session. Consequently, I have included one copy of each of the materials for you and two copies of each for the team. If you plan to visit your team before the next workshop you may wish to give them the materials, otherwise you can wait until March 19. It is imperative, however, that the teams have the materials for the session. If you find that you cannot attend please make arrangements to have one of the other task force members take them.

Thanks so much for all of your time and hardwork. The teams seem most appreciative that they have a direct contact in the state department.

See you March 19.

Sincerely,

Tim Orbaugh

CC: Lynne M. Murphy

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UNIVERSITY OF COLORADO AT DENVER
1100 Fourteenth Street
Denver, Colorado 80202
(303) 892-1117

School of Education

March 27, 1980

Dear Bob –

I wanted to formally express my thanks for your work on the IV-C developmental proposal reading team. It was clear from your comments during our interaction sessions that you had given considerable thought to the merits of the proposals you reviewed -- and I very much appreciated your succinct delivery style that helped keep our deliberations reasonable in length.

Thanks very much for your help, Bob.

Sincerely,
Bill Goodwin

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cde

COLORADO DEPARTMENT OF EDUCATION
State Office Building, 201 E. Colfax
Denver, Colorado 80203
Telephone (303) 839-2212

Calvin M. Frazier, Commissioner

March 28, 1980

Mr. Robert Mata
Colorado Migrant Education Resource Center
830 South Lincoln
Longmont, Colorado 80501

Dear Bob:

Thank you for taking the time to talk to me about the Title II parent participation proposal. It was sent to Washington at the end of February.

Readers will evaluate the proposals sometime in April and those to receive funds will be notified later this spring. When I receive word of their decision, I'll let you know. In the meantime, I am enclosing a copy of the proposal for your information. I have also sent a copy to Richard Garcia.

Thanks again for your help.

Sincerely,

Carol

Carol Nichols
Right to Read Consultant

UNIVERSITY OF DENVER
An Independent University
University Park, Denver, Colorado 80208
Graduate School of Librarianship and Information Management

April 9, 1980

Mr. Richard Garcia, Director
Colorado Migrant Education Resource Center
Northern Colorado Educational Board of
Cooperative Services
830 South Lincoln
Longmont, CO 80501

Dear Mr. Garcia:

We want to thank you and your staff members, Mary Boynton, Evaluation Consultant; Roberto Mata, Staff Development Consultant; Juanita Segura, Curriculum Consultant, for your very fine presentation at our first Early Childhood Institute, "Elusive Reality: The Young Child's World," on March 21, 1980.

Well over 85 percent of the participants ranked your presentation as "outstanding" and "good" for overall usefulness. This is also reflected in the fact that several participants ranked the "Understanding the Migrant Child" session as one of the best features of the Institute.

In retrospect, the placement of your group in the day's program did not allow for much interaction with you and your staff members after your presentation. But the quality of the interaction of each of you within the small groups meant a great deal to the participants. One of the participants had this summary of the effectiveness of the Institute speakers: The speakers were all so highly qualified. I was inspired, impressed and informed. They were all human and nice to converse with as well. This is very important.

Your presentation was one of the most thought provoking sessions. One participant remarked a few days ago that much more discussion after the film would have been helpful. Since she also had some experience with migrant workers, she also stated that some discussion of migrant workers of "other" backgrounds would have presented a much more "well-rounded" view of the migrant child. On the other hand, another participant remarked that your group "could have gone into much more detail about the persons they serve."

In my opinion, your presentation was the most stimulating, exciting, and varied of the Institute. I know that it involved much planning, preparation, and evaluation. Kindly feel free to telephone me if you have other questions on the reaction of the group to your presentation.

THE UNIVERSITY OF DENVER IS AN AFFIRMATIVE ACTION INSTITUTION

It is only as we involve persons with your background and interest in the young child that we may continue to develop programs that will meet the needs of young children in schools, libraries, and other community agencies.

We look forward to working with you in another early childhood institute in the near future.

Sincerely yours,

Chow Loy Tom

Chow Loy Tom
Institute Director

CLT/njb
cc: Mary Boynton
Roberto Mata
Juanita Segura

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MAY 05 1980

FLORENCE

Unified School District No. 1

P. O. BOX 829 • FLORENCE, ARIZONA 85232

April 29, 1980

Robert L. Mata
Staff Development Consultant
Co-MERC
830 South Lincoln
Longmont, Colorado

Dear Mr. Mata:

I was with the group of Arizona teachers who visited your resouce center recently. I am on a committee (state) now taking a hard look at problems of migrant educators. I am particularly interested in coming up with some kind of handbook that could be used as a guide for migrant staff, continuing or coming into the program for the first time.

I talked to you briefly on this matter and you showed me a handbook which you were instrumental in developing. You suggested I write to Dr. Vincze and ask him for copies of the handbooks for both regular and summer school terms. I did and he did, very promptly, which I greatly appreciated.

There is one problem. The manual you showed me had copies of different forms used by aides or teachers for assessing areas of academic need, programs prescribed, progress made, etc. At least, that is what I remember. I do hope you remember what you showed me and if I'm not off-base on this, could you send me copies of those things that could give me some guidance in formulating a handbook tailored to our needs here in Arizona.

Sincerely,

Olga Cathemer

Olga Cathemer
Migrant Project Coordinator

SUPERINTENDENT
FRANK A. CELAYA
Phone 868-5812

HIGH SCHOOL PRINCIPAL
FRANK E. BACA
Phone 868-5816

MIDDLE SCHOOL PRINCIPAL
LEROY MARTIN
Phone 868-5816

ELEMENTARY PRINCIPAL
DR. MARY L. BELL
Phone 868-5816

CENTRAL OFFICE
Phone 868-5812

May 31, 1983

A special thanks from the R-1 Valley Schools + migrant staff for the excellent inservice recently put on by you + your staff. The staff are excited about the summer 1983 migrant Education program thanks to your many helpful teaching activities + tips.

Sincerely,
Bill Ogan

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Education Commission of the States
300 Lincoln Tower • 1860 Lincoln Street
(303) 861-4917 • Denver, Colorado 80295

June 5, 1980

JUN 9 1980

Ms. Mary Boynston
Evaluation Consultant/Newsletter Editor
Colorado Migrant Education Resource
Center
830 South Lincoln
Longmont, Colorado 80501

Dear Ms. Boynston:

Thank you very much for including our office on your mailing list for your newsletter, "El Piramide." This will provide us with a ready means of becoming aware of some of the migrant education activities in the state of Colorado.

Congratulations on a good beginning and our best wishes for continued success in all of the efforts of the migrant education resource center.

Sincerely,

Vicente Z. Serrano
Director
Interstate Migrant Education Project

VZS/jw

ESEA Title I Migrant Education Mobile Unit
USC - 2200 N. Bonforte Blvd. - Psych. R. 116
Pueblo, CO 81001
549-2416

6/6/80

Dear Bob,

I've enclosed a set of Skills Assessment Worksheets in Spanish, The book of Objectives, A book of objectives in both Spanish and English, and the Answer Book. I assume by the fact that there is an answer book that there aren't any Prescription File Cards in Spanish. If there are Cards, we don't have them.

What I thought was a Parent Book is the book of English/Spanish Objectives. Sorry about that.

Good luck! and thanks so much for your help!

Sincerely,
Pat Orlinski

P.S. We also have a copy of the group/class Profile in Spanish. If you'd like to copy it let me know.

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career education resource center

June 12, 1980

Mr. Bob Mata
Colorado Migrant Education Resource Center
830 South Lincoln Street
Longmont, CO 80501

Dear Bob,

It was very nice meeting you and Juanita at the Center. We appreciated the assistance that you both gave us in preparing for the Burlington migrant education inservice.

We were very pleased with the results of the inservice. The teachers and aids enjoyed the materials, freebies and the community resource activities. We had many check-outs of material resources. I felt the group to be very positive with a good understanding of the concept of career education.

Thanks for setting this inservice up for us and please call on us in the future.

Sincerely,

Jeanie

Jeanie Lawhead
Program Director

2323 W. Baker, Englewood, Colorado 80110 / Phone (303) 934-5786

Dr. F. Keith Blue
Superintendent of Schools

SAINT VRAIN
VALLEY
PUBLIC SCHOOLS
SCHOOL DISTRICT NO. RE-1J
395 S. PRATT PARKWAY LONGMONT, COLORADO 80501

August 4, 1980

Juanita Segura
830 S. Lincoln
Longmont, CO 80501

Dear Juanita,

Attached please find the "Local R.I.F. Distribution Report", black and white photos of the distribution, and the R.I.F. sticker that was placed in one of the student's books. Please contact me if you need further information.

Juanita, I want to thank you for taking the time to submit a R.I.F. proposal, receive a grant, purchase the books, and ultimately get the books in the hands of our children. As you can see from the first photo the students were so excited about receiving their very own books that they sat down and started reading them right away.

Please use the individual class recording sheets as a base to order more books next year. I hope the St. Vrain Valley can be involved again next year.

Sincerely,

Mr. Thomas A. Garcia
Multi Ethnic Coordinator

DISSEMINATION EFFORTS

During CoMERC's first year of operation our priorities were internal organization, developing working relationships with CDE/local project staff/Task Forces, and providing requested technical assistance/materials/inservices. Therefore, the dissemination of information about CoMERC primarily took the form of letters, memos and phone calls to these groups.

We initiated publication of a newsletter, eventually entitled La Pirámide--which included information about CoMERC activities and services, State PAC news, local project notes, information about related agencies, and other interest items. Three issues were published and their covers are displayed on the following pages. Seven hundred copies of each newsletter were disseminated to:

Project directors
Local project staff (northern area)
NCEBOCS staff
CDE Special Services Unit staff
Career Education Resource Center
State migrant supervisors (nationwide)
CoMERC consultants
University/college special services personnel
Migrant Coalition members (from Colorado Migrant Health Program
Colorado Migrant Council, Archdiocese of Denver, Food Stamps, Plan de Salud, EPA, Employment, Agriculture, Housing)
Colorado legislators
Center for Cross Cultural Education
Bueno TRC
California Mini-Corps
Education Commission of the States
Migrant resource centers in Idaho and Oregon
Visitors to CoMERC

Other major efforts which had the effect of informing persons outside the Colorado migrant education network about CoMERC consisted of:

- participation in the Migrant Coalition-sponsored Open House
- hosting representatives from the Texas and Arizona Teacher Exchange Programs
- visit, sharing, and follow-up with Idaho Migrant Education Resource Center staffs
- presenting an awareness session to a University of Denver Graduate School of Librarianship institute
- two articles in the Longmont paper about CoMERC

- attendance and sharing at the National Migrant Child Education Conference
- cooperative meetings with all of the agencies in the Newsletter dissemination list
- participation in IV-C and National Inservice Network activities
- contacts in developing a needs assessment for consumer education information for migrant children
- presentation to CDE Special Projects Unit
- presentation to Colorado Bilingual Bicultural Education Program directors

Finally, an unmeasurable but invaluable form of dissemination has been the personal communications of all five staff members.

COLORADO MIGRANT EDUCATION RESOURCE CENTER

¿ ?

NO -
the name of this publication is not The Question Marks!!! PLEASE help us give it a name by sending your suggestions to us. You will get to have your trademark on future issues if your idea is selected.

MARCH, 1980

WHAT IS A CoMERC?

The Colorado Department of Education (CDE) has entered into a contract with the Northern Colorado Educational Board of Cooperative Services (NCEBOCS) to implement a regional Migrant Education Resource Center. The Resource Center (CoMERC) provides technical assistance to school districts in the northern part of the state who have migrant children enrolled in their districts and to four other Boards of Cooperative Educational Services that administer programs. The goals of the Center's four components are:

1) Management - to develop, implement and maintain effective management systems
2) Evaluation - to develop, implement and maintain systems for a) determining district needs and b) evaluating district/Resource Center impact, in a manner which facilitates coordination of results statewide
3) Curriculum - to provide staff with training in the development of curriculum and the development and acquisition of materials
4) Staff Development - to provide for extended staff training that is concrete, staff specific, and consistent with program effectiveness and quality.

These goals are being addressed through implementation of two task forces including representatives from each local program, the Resource Center, and the Migrant Unit of CDE. Task force members are meeting in Boulder on March 13-14 for orientation, training, and initial setting of task force objectives.

Other activities of the CoMERC staff have included get-acquainted visits to locals, review/shelving of materials, visit to the Idaho Resource Centers, assessment of needs for training and materials, resource-seeking, development of needed forms, and provision of training/consulting/materials services to requesting districts.

STATE PAC MEETS/EL CONCILIO CONSEJERO SE REUNE

The organizational meeting of the Migrant Education Advisory Council was held in Denver February 15, 1980. State education agencies are mandated to establish parent advisory councils "...whose views will be considered concerning the operation and evaluation of the present project, and the planning of future projects."

Twelve members were present, representing four Congressional Districts. The group received orientation, elected officers and appointed two ad-hoc committees--bylaws and inservice. Sra. Concha Espinosa of Boulder was elected President and Sra. María Calvillo of La Junta, Vice-president.

The next meeting will be held in Colorado Springs on March 31. For more information, please contact Mr. Ernest Maestas at CDE.

Se reunió el Concilio Consejero del Proyecto Educativo para Inmigrantes el 15 de febrero, 1980 en Denver. Las agencias educativas estatales son mandadas que establezcan concilios consejeros de padres cuyos puntos de vista serán considerados en los asuntos de las funciones y evaluaciones de proyectos ya implementados y también en el plan del futuro.

Doce miembros representaron cuatro distritos congresionales y recibieron informacion de los programas migratorios estatales, elijieron oficiales y apuntaron dos comités temporáneos--el de leyes y el de entrenamiento. La Sra. Concha Espinosa de Boulder fue elijida presidenta y la Sra. María Calvillo de La Junta fue elijida vice-presidenta.

La próxima junta será en Colorado Springs, el 31 de marzo, 1980. Por más información hablen con el Sr. Ernest Maestas del Departamento de Educación.

COLORADO MIGRANT EDUCATION RESOURCE CENTER

PYRAMID

MERC

MAY, 1980

SD/CM TASK FORCE PRIORITIZES AND A FORUM IS BORN

During two intensive days in Boulder (March13-14)26 members of the two CoMERC area task forces underwent orientation to management systems, evaluation process, curriculum scope, and staff development issues; training in group dynamics; and an initial attempt at goal-setting. Sessions were conducted by Roberto Gallegos of Adams County District 14, Karen Lewis of Mapleton Public Schools, Dr. Juan Ramirez of UNC, and CoMERC staff. Other persons from CDE, USC Mobile Unit, Coalition of Indian Controlled School Boards, Webster's International, CU, and NCEBOCS attended part or all of the sessions.

The first regular meeting of the two groups was held April 11 in Commerce City, with 28 members and 5 others present. The roles and responsibilities of the task forces (as viewed by CoMERC) were reviewed, followed by working sessions for both groups.

The Management/Evaluation group decided to modify their focus, as reflected by the change of name to the Migrant Administrative Forum. The new Forum will be open to project directors statewide, CDE Migrant Staff, CoMERC staff, and the USC Mobile Unit. Jon Thomass (Weld BOCES) was elected temporary chairperson, and a bylaws committee was established. Those present agreed that the previously stated functions of this task force would be defined as CoMERC's responsibility and the Forum would address other issues. The next meeting will be held May 15th in Alamosa.

The Staff Development/Curriculum and Materials Task Force adopted two major goals for their work:

1) to provide for extended staff learning experiences that are concrete, staff specific and consistent with program effectiveness and quality
2) to assist in the development of a suggested curriculum for summer programs, in the utilization of existing curriculum during the academic year, and in the development and acquisition of materials appropriate to those curricula.

They established two objectives as being of highest priority:

1) by providing learning experiences in methodologies specific to migrant children, staff will demonstrate increased competency as evaluated by a teacher check-list and student academic progress;
2) by acquiring existing curriculum guides in language, reading, math, and early childhood development, guides will be adapted to fit the needs of local migrant projects as evaluated formatively.

The second working meeting will be held May 12 in Denver and will focus upon establishing activities, task assignments and evaluation procedures for these two objectives. Cathy Felknor of Denver Public Schools will present on Mastery Learning through Staff Development at that session.

(Left) March Preservice participants work on a management systems task. (Center) Presenters Roberto Gallegos of Adams 14 (R) and Juan Ramirez of UNC (background) observe the group work. (Right) Karen Lewis of Mapleton discusses curriculum scope and development.

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LA PIRÁMIDE

July, 1980

HEAT BOILS BUT DOESN'T SPOIL 1980 MIGRANT SUMMER OLYMPICS

Despite hot weather and the threat of rain the 1980 Migrant Summer Olympics hosted by the Poudre Valley School District R-1 began on schedule. The Migrant Summer Programs that sent over 700 olympians were: Ft. Collins, Longmont, Brighton, Weld BOCES (Greeley/Ft. Lupton) and South Platte Valley BOCES (Wiggins).

The track and field events for all age groups (except the primary grades) were the 40-100 yard dash, broad jump, high jump, 440 relay and the softball throw. The younger children participated in the two-legged race, sack race, obstacle course and the 40 yard dash.

During lunch, the perfect timing of the sprinklers provided a cool-off period for many of the olympians, directors and supervisors.

CoMERC would like to congratulate all the olympians and commend Dr. Ernie Romero and staff for a job well done.

EL TIEMPO HIRVIO PERO NO DESANIMO A LOS OLIMPICOS

El Tiempo caliente no afectó las Olimpíadas del Verano para Programas Migratorios del mil novecientos ochenta que fueron organizadas y hospedadas por el Programa Migratorio de Ft. Collins. Los proyectos, que mandaron más de 700 olímpicos, fueron Ft. Collins, Longmont, Brighton, Weld BOCES (Greeley/Ft. Lupton) y el South Platte Valley BOCES (Wiggins).

Los olímpicos participaron en carreras de 44-110 metros, brinco de larga distancia, el brinco de altura, la carrera de relevo de 480 metros, y el tiro de pelota. Los niños de la primaria participaron en la carrera de dos piernas, carreras de costal, la carrera del curso obstáculo y la carrera de 44 metros.

Durante el almuerzo las regaderas, en tiempo perfecto, bañaron algunos de los olímpicos, directores, y supervisores. Todos sonrieron y se refrescaron.

El Centro de Recursos Educativos Migratorios quiere felicitar a todos los olímpicos y encomendar al Dr. Romero y los empleados por un trabajo bien hecho.

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A LOOK TO THE FUTURE

In the process of preparing the evaluation design for our FY '81 proposal, and again in working on this report it became clear some changes were needed. Thus, our evaluation plans for the '81 project year will be based on established (and modified) objectives, will involve more emphasis on evidence of impact of our services, and will be used in quarterly meetings to assess progress and revise our direction, if necessary.

APPENDIX

COLORADO MIGRANT EDUCATION RESOURCE CENTER

SESSION EVALUATION

DATE _____ LOCATION _____

TOPIC _____ PRESENTER _____

FORMATS USED _____

Please help us evaluate our presentation by completing the following items and returning this form to the presenter:

1. *What is your position?*

Aide ____ BOCS Staff ____
Teacher ____ Parent ____
Principal ____ Student ____
Administrator ____ Other (please specify) _____

2. *What grade level are you associated with?* _____

3. *What was your major reason for attending this session?* _____

_____

4. *Please rate the session on the scale below and add any comments you wish:*

	Compared to other sessions you have attended in the past -				
	Much Better	Better	Average	Poorer	Much Poorer
a. Clarity of session objectives - -	( )	( )	( )	( )	( )
b. Consultant's knowledge of topic -	( )	( )	( )	( )	( )
c. Understandability of content - - -	( )	( )	( )	( )	( )
d. Adaptation of content to your individual needs - - - - - - - - - -	( )	( )	( )	( )	( )
e. Coordination/scheduling - - - - -	( )	( )	( )	( )	( )
f. Usefulness of the material - - - -	( )	( )	( )	( )	( )
g. Comfort of the facilities - - - -	( )	( )	( )	( )	( )
h. Format used in the session - - - -	( )	( )	( )	( )	( )
i. Overall rating of the session - -	( )	( )	( )	( )	( )

5. *The session was* ____ *too long* ____ *O.K.* ____ *too short.*

6. *What was the strongest aspect of the session for you?*

7. *What was the weakest aspect of the session for you?*

8. *What other topics would you like to have inservice on?*

THANK YOU FOR YOUR TIME AND ENERGY IN ANSWERING THESE ITEMS

SESSION EVALUATION FORM (SHORT FORM)

Location

Date

- Session Title _____
- Presenter _____

Please rate this session by putting an "X" in how it compares to other inservices you have attended in the past:

	Much Better	Better	Similar	Poorer	Much Poorer
Overall, the session was	( )	( )	( )	( )	( )
Relevance of content to my needs	( )	( )	( )	( )	( )
Clearness of information	( )	( )	( )	( )	( )
Presenter was interesting	( )	( )	( )	( )	( )
New information was presented	( )	( )	( )	( )	( )

Please comment on any particularly weak/strong aspects:

What further inservice/information do you need?

EVALUACION DE LA PRESENTACION

DATE
PRESENTER
LOCATION

1. ¿Estuvo contento de haber venido? SI NO

2. ¿Podria usar ideas de esta presentación? SI NO

3. ¿Pudo entender el español de la persona cue hizo la presentación (conferenciante)? SI NO

4. ¿Entendió las ideas mencionadas? SI NO

5. ¿Se sintió comodamente durante la presentación? SI NO

6. ¿Estuvo la sesion demasiado _____larga _____bien o ___muy corta?

7. ¿Tiene algún comentario? Escríbalo.